

CHERRYVALE ELEMENTARY

1420 Furman Dr.
Sumter, SC 19054

GRADES PK-5 Elementary School

ENROLLMENT 438 Students

PRINCIPAL Delores E. Ardis

803-494-8200

SUPERINTENDENT J. Frank Baker

803-469-6900

BOARD CHAIR James Giffin

803-481-2147

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

4

15

67

48

3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Average	N/A
2003	Good	Good	No
2004	Average	Unsatisfactory	Yes

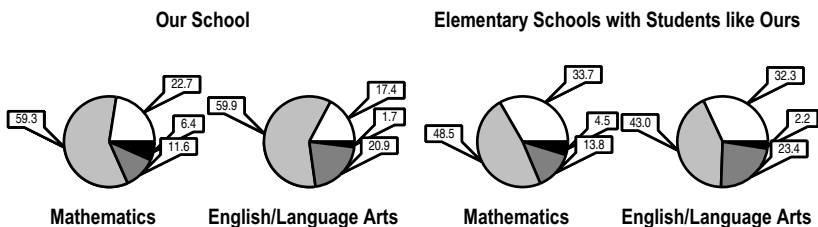
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

53.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	219	99.5	16.3	57.1	21.7	4.9	37.5	Yes	Yes
Gender									
Male	116	99.1	20.6	56.7	18.6	4.1	32.0		
Female	103	100.0	11.5	57.5	25.3	5.7	43.7		
Racial/Ethnic Group									
White	54	100.0	9.1	50.0	29.5	11.4	36.4	Yes	Yes
African-American	158	99.4	19.4	59.0	18.7	3.0	38.1	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	151	100.0	14.3	62.4	21.1	2.3	42.1		
Disabled	68	98.5	21.6	43.1	23.5	11.8	25.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	99.5	16.3	57.1	21.7	4.9	37.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	99.5	16.3	57.1	21.7	4.9	37.5		
Socio-Economic Status									
Subsidized meals	190	99.5	15.3	60.5	21.7	2.5	37.6	Yes	Yes
Full-pay meals	29	100.0	22.2	37.0	22.2	18.5	37.0		

Mathematics - State Performance Objective = 15.5%									
All Students	219	99.5	21.2	56.5	13.0	9.2	33.2	Yes	Yes
Gender									
Male	116	99.1	21.6	55.7	14.4	8.2	33.0		
Female	103	100.0	20.7	57.5	11.5	10.3	33.3		
Racial/Ethnic Group									
White	54	100.0	15.9	38.6	25.0	20.5	54.5	Yes	Yes
African-American	158	99.4	23.9	61.9	9.7	4.5	25.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	151	100.0	14.3	66.2	11.3	8.3	34.6		
Disabled	68	98.5	39.2	31.4	17.6	11.8	29.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	99.5	21.2	56.5	13.0	9.2	33.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	219	99.5	21.2	56.5	13.0	9.2	33.2		
Socio-Economic Status									
Subsidized meals	190	99.5	22.3	56.7	12.1	8.9	31.8	Yes	Yes
Full-pay meals	29	100.0	14.8	55.6	18.5	11.1	40.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	56	98.2	20.8	43.8	35.4	N/A	35.4
	Grade 4	66	98.5	19.6	58.9	21.4	N/A	21.4
	Grade 5	60	96.7	14.3	85.7	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	21.4	53.6	21.4	3.6	25.0
	Grade 4	59	100.0	11.1	68.5	20.4	N/A	20.4
	Grade 5	72	98.6	18.5	73.8	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	56	100.0	14.3	61.2	18.4	6.1	24.5
	Grade 4	66	100.0	10.5	68.4	10.5	10.5	21.1
	Grade 5	60	100.0	13.7	68.6	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	27.4	64.3	7.1	1.2	8.3
	Grade 4	59	100.0	20.4	59.3	7.4	13.0	20.4
	Grade 5	72	98.6	16.9	67.7	9.2	6.2	15.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 438)				
First graders who attended full-day kindergarten	83.1%	N/C	100.0%	100.0%
Retention rate	8.6%	Up from 0.4%	3.6%	2.7%
Attendance rate	95.6%	Up from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.8%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	13.8%		5.3%	3.5%
Eligible for gifted and talented	5.1%	Down from 8.2%	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.8%	Down from 19.9%	8.0%	8.2%
Older than usual for grade	5.3%	Down from 6.0%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	54.8%	Down from 58.1%	48.9%	51.4%
Continuing contract teachers	77.4%	Up from 74.2%	81.8%	87.5%
Highly qualified teachers**	84.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	7.4%		3.1%	0.0%
Teachers returning from previous year	86.0%	Up from 82.2%	83.4%	86.7%
Teacher attendance rate	97.5%	Up from 96.0%	94.7%	94.9%
Average teacher salary	\$37,240	Up 5.3%	\$40,138	\$40,760
Prof. development days/teacher	30.2 days	N/R	13.8 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	No change	17.2 to 1	18.9 to 1
Prime instructional time	92.6%	Up from 90.5%	89.0%	90.0%
Dollars spent per pupil*	\$6,033	Down 10.0%	\$6,675	\$6,044
Percent of expenditures for teacher salaries*	60.9%	Up from 58.7%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.8%	Up from 81.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cherryvale Elementary School is very proud of the staff and students that work so diligently each day striving to do their best. To address the continued needs of our students, we provide a thirty-minute extended morning program for all students. During this time, teachers address remediation skills for students needing assistance and provide challenging activities for students needing enrichment opportunities. We are also able to provide an after-school program for students needing small group instruction as well as one-on-one assistance.

The Title I and School Improvement Committees continue to be active in their roles. They work with the staff and community members to evaluate our plans and provide recommendations to strengthen the programs offered to our students.

Our Parent Resource Center continues to grow with parent use. Teachers and our full-time Parent Facilitator work closely with parents to provide training on ways to assist their child(ren) in becoming better students. Computer site use, science fair project development and reading and math strategy tips are a few of the sessions that were offered.

Our greatest barrier is not having adequate funding provided by local government or from the state. As decreased funding continues, the demand for higher student achievement increases. Class sizes are much larger than research indicates as best. With this come increased discipline situations that take away direct instructional time. However, even with less than ideal circumstances, the staff of Cherryvale continues to give their best for each child.

Delores E. Ardis, Principal

Ruth Murray, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	45	28
Percent satisfied with learning environment	82.6%	75.6%	88.9%
Percent satisfied with social and physical environment	86.4%	86.7%	88.9%
Percent satisfied with home-school relations	56.5%	77.8%	77.8%

*Only students at the highest elementary school grade level at this school and their parents were included.